

2011

Kiwanis Camp: Building a Future for OT at Camp

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Kiwanis Camp: Building a Future for OT at Camp

Disciplines

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“Kiwanis Camp: Building a Future for OT at Camp.”

A Partnership Between
Pacific University’s School of Occupational
Therapy
&
Mt. Hood Kiwanis Camp

By: Erin Forgeron, OTS & Liberty Jackson, OTS
Faculty Advisor: Sandra Rogers, Ph.D., OTR/L



Erin Forgeron, OTS graduates from Pacific University's School of Occupational Therapy program in May 2011. She believes that occupational therapy is a vital healthcare profession, for it highlights the need for providing holistic, person-centered care. She is an active member of Junior League of Portland, serving as assistant chair for the program Between the Lines. She has a passion for working with the pediatric population and has plans to work in both inpatient and outpatient settings upon graduation. Outside of occupational therapy, she practices occupational balance by spending time with her husband and golden retriever, in addition to reading, baker and traveling.

Liberty Jackson OTS graduates from Pacific University's School of Occupational Therapy program in May 2011. She is drawn to occupational therapy by her passion to promote inclusion and opportunity for engagement in life's activities for all. She is service-driven and from a young age, has volunteered her time to work with individuals with disabilities and animal welfare agencies. She has a passion for promoting the human-animal bond and believes that animals provide hope and healing properties that improve one's quality of life. In practice, she hopes to use animals as therapeutic agents, in addition to promoting the use of service dogs as alternative options to assistive technology. She currently serves on the Board of Directors of a service dog organization in Portland, OR called Paws to Freedom. She hopes to travel throughout the United States and internationally to lecture on both animal-assisted therapy and service dogs. Additionally, she hopes to author research and a standardized assessment tool to measure the effects of animal-assisted therapy and service dogs in the lives of clients. Outside of occupational therapy, she enjoys spending time with family, friends and enjoying the outdoors.

Disclaimer

The following document is being published as part of a Pacific University Occupational Therapy course project. It is not an original work of the project team but is a compilation of the original published works of the following individuals and organizations:

1. American Occupational Therapy Association (2008). *Occupational therapy practice framework: Domain and process*. (2nd edition). *American Journal of Occupational Therapy*, 62 (6).
2. Christiansen, C. & Matuska, K. (Eds.). (2004). *Ways of living: Adaptive strategies for special needs*. (3rd ed.). Bethesda, MD: The American Occupational Therapy Association, Inc.
3. Costa, D. (Ed.). (2004). *The essential guide to occupational therapy: Fieldwork Education*. Thorofare, Bethesda, MD: The American Occupational Therapy Association, Inc.
4. Mt. Hood Kiwanis Camp (2010). *Counselor & staff handbook*
5. Pacific University fieldwork support documents.
6. Sames, K. (2005). *Documenting occupational therapy practice*. Upper Saddle River, NJ: Prentice Hall.
7. University of North Dakota (2009). *Department of occupational therapy fieldwork manual*

MT. HOOD KIWANIS CAMP

2011



School of Occupational Therapy

Level II Fieldwork Manual

A partnership between

Mt. Hood Kiwanis Camp & Pacific University



Mt. Hood Kiwanis Camp
Pacific University
School of Occupational Therapy
Student Level II Fieldwork Manual

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IMPORTANT CONTACTS

1. Kristy Lory/Kiwanis Camp Program Director
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 - b. Kristy@mhkc.org
2. Sandra Pelham-Foster/Pacific University Academic Fieldwork Coordinator
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 - b. pelhamfoster@pacificu.edu
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DESCRIPTION

Fieldwork is an integral part of Pacific University's School of Occupational Therapy curriculum. Experiences are woven throughout the curriculum and provide opportunities for students to integrate and apply academic learning at progressively higher levels of performance and responsibility. The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork provides the opportunity for students to learn, practice, and apply knowledge from the classroom and practice settings simultaneously with guidance from faculty and community fieldwork educators. Currently, in order to complete one level II course at this unique setting, you must complete 400 hours within an 8 week period. This equals to ~50 hours per week, with the understanding that you will be working 6 days a week while up at camp.

PACIFIC UNIVERSITY LEVEL II FIELDWORK OBJECTIVES

By the end of all Level II Fieldwork, the student will be prepared to practice as an entry level occupational therapist following successful completion of the certification examination. In addition, the student will demonstrate necessary leadership skills, critical reasoning skills, and awareness of community needs to promote the profession of occupational therapy. Lastly, the student will demonstrate insight into her/his own professional strengths and challenges, and to be able to identify the type of employment setting which matches his/her own beliefs, values and abilities.

Evaluation Process

1. Gathers information regarding a client's occupational performance, client factors, and environmental factors, using a variety of methods, including but not limited to: Conducting interviews; administering assessment tools; adapting assessment methods; utilizing observations; and conducting record reviews.
2. Develops intervention plans, which include client centered goals and strategies, by: Interpreting observations and data related to the client's occupational performance; planning intervention based upon an accurate analysis of activities and selecting activities that demonstrate an understanding of occupational therapy theory.
3. Reports evaluation results and documents the intervention plan by: Using proper grammar and protocol; and documenting in a clear, concise, understandable and logical manner.

Evaluation Process Critical Reasoning

1. Articulates a clear & logical rationale for evaluation process that reflects understanding and application of occupational therapy theory citing relevant theories, knowledge and references for own assertions.
2. Explains the role of occupational therapy during the evaluation process in terms understandable to the client.

Intervention Planning & Implementation Process

1. Implements intervention plans of assigned clients by: Adhering to precautions and contraindications; and using a variety of possible strategies that demonstrate the use of occupation as both a means and outcome of intervention.
2. Reports interventions of assigned clients by: Verbally describing observations and interpreting observations during supervisory meetings, team meeting, family conferences and/or other care conferences.
3. Documents interventions of assigned clients by: Writing progress notes, discharge notes, and/or other reports that describe data and interpretations of interventions in a manner that demonstrates the efficacy of interventions.

Intervention Process Critical Reasoning

1. Articulates a clear & logical rationale for intervention process that reflects understanding & application of occupational therapy theory citing relevant theories, knowledge and references for own assertions.

Therapeutic Relationship

1. Demonstrates skills in therapeutic use of self by: Explaining the role of occupational therapy in terms understandable by others; responding to changes in the client; and collaborating effectively with client and others.
2. Creates an environment that fosters the desired outcome of the occupational therapy process by: Exhibiting a professional demeanor in all interactions; respecting boundaries of client and others; and using constructive feedback.

Professional Behaviors

1. Participates responsibly in the supervisory relationship by: Describing own learning style and collaborating with supervisor to create an optimal learning experience; communicating effectively with supervisor; demonstrating initiative to participate in the learning experience; and responding constructively to feedback.
2. Participates actively and professionally in fieldwork by: Assuming responsibility for professional behavior and growth; complying with facility's policies and procedures; managing time effectively; demonstrating reliable and professional work habits; using professional terminology; demonstrating flexibility and modifying own behavior according to the demands of the situation; acting in accordance with professional standards and code of ethics; and maintaining work area, equipment and supplies in a manner conducive to efficiency and safety.

SUPERVISION REQUIREMENTS

Fieldwork educator requirements

Fieldwork educator responsible for educating Level II fieldwork occupational therapy students shall meet state regulations governing practice and have as a minimum 1 year of practice experience, subsequent to initial certification by NBCOT as an occupational therapist.

Fieldwork agency requirements

1. The fieldwork agency's communication system ensures accountability in service provision and documentation.
 - a. There should be regular procedures for communication among fieldwork educators and students.
 - b. Adequate records and reports should be maintained in accordance with AOTA standards and legal requirements.
 - c. Records should be maintained to provide sufficient data for quality improvement. Records may include administrative, service, and other data. Administrative reports would include such information as numbers of persons serviced, attendance records, schedules and budgets. Service records should include such information as referral data, client assessments, intervention plan progress notes and discharge summaries.

2. Fieldwork educator and student have access to current professional information, publications, text, and internet resources related to occupational therapy and pertinent topics related to populations and systems being served.
3. The educational program and the fieldwork placement should work collaboratively to develop objectives in which the aims are compatible with those of the educational program. These objectives should be reviewed annually. There, objectives should be clearly defined for the student and continually evaluated to determine the effectiveness of the educational experience. The objectives should reflect both the curriculum design of the educational program and the model of service delivery of the fieldwork setting.
4. The fieldwork educator should carry out an organized procedure of orientation to the agency, services and the fieldwork experience.

Level II Fieldwork Supervision requirements

1. The fieldwork educator should provide ongoing supervision of the student.
2. In a setting where there is no occupational therapy practitioner on site, ACOTE/AOTA Standards require a minimum of 6 hours of supervision per week by an occupational therapy practitioner. This should also include direct observation of client/student interaction, role, modeling, meetings with student, review of student paperwork, consultation and communication regarding the learning experience. An onsite professional person should be available for communication throughout the experience.

The student shall be evaluated and kept informed on an ongoing basis of his/her performance status.

- a. The AOTA Fieldwork Evaluation should be used as a rating tool. Other structured forms of feedback that promote educator/student communication on student progress may be used on an ongoing basis.
- b. The fieldwork experience shall be evaluated by the student, using the AOTA Student Evaluation for Fieldwork Experience form (SEFWE).
- c. If the students performance is not satisfactory at mid-term or at any point in the fieldwork experience, both the student and academic institution must be notified immediately, and documentation concerning progress and outcomes should be maintained

Reference: Costa D. Essential Guide to Occupational Therapy Fieldwork Education, AOTA Press, 2004

FIELDWORK SITE RESPONSIBILITIES

Occupational Therapy – Pacific University Responsibilities

To assume responsibility for assuring continuing compliance with the educational standards as established in the *Standards for an Accredited Educational Program for the Occupational Therapist*.

1. To maintain the complete set of syllabi for all occupational therapy courses in the Occupational Therapy Department, to be available for students, fieldwork supervisors and others for review in the Department
2. To maintain files of current information on fieldwork in the Occupational Therapy Department. This is the information provided by the fieldwork facilities annually and/or when major changes occur.
3. To follow due process on working with students and fieldwork facilities.
4. To comply with affirmative action.
5. To establish and maintain on-going honest communication with fieldwork facilities and students.
6. To schedule students for occupational therapy fieldwork and to assign only those students who have satisfactorily completed the required academic work. There will be close planning between faculty, students and fieldwork supervisors.
7. To collaborate with fieldwork facilities in defining measurable objectives for fieldwork education.
8. To counsel students in fieldwork in collaboration with fieldwork supervisors.
9. To visit fieldwork centers regularly (dependent upon University funding).
10. To evaluate the total Occupational Therapy Program regularly, including the fieldwork experiences. Fieldwork facilities are to be evaluated on submitted documented material: philosophy,

purpose, learning experience available (including adequate client/patient load), measurable objectives, curriculum vitae of supervising registered occupational therapists.

11. To provide liability insurance for occupational therapy students in assigned fieldwork placements.

Responsibilities of Fieldwork Facility & Site Supervisor

1. To maintain honest communication with students and with Pacific University faculty to improve practice, assist in improving academic course content and learning experiences and identify trends in occupational therapy health care and rehabilitation.
2. To provide meaningful learning experiences for students in fieldwork.
3. To make available to students at the beginning of fieldwork and throughout the fieldwork experience, the policies and procedures of the facility.
4. To provide supervision of students by qualified personnel.
5. To clearly define to students the channels of communication within the facility.
6. To evaluate students on both a weekly and monthly basis and to complete a required midterm evaluation. If there appears to be a problem, this should be discussed with the student as soon as possible, and the problem should be documented in writing, preferably with both student and fieldwork educator signature. If it is serious, the Academic Fieldwork Coordinator and/or the Chairperson of the Occupational Therapy Department should be notified. Consultation with the OT Department and/or University should be maintained until the problem is resolved. If a student's performance in relation to patient treatment is unsatisfactory, and/or the student is unable to function satisfactorily to meet the measurable objectives of the fieldwork experience, the student's fieldwork may be terminated by the facility and the Occupational Therapy Department. Due process must be adhered to throughout the proceedings.
7. To notify the Occupational Therapy Department as soon as possible of major changes in program, scheduling, etc.

Student Responsibilities

1. Professional behavior begins in the classroom. The student will demonstrate professional judgment in all didactic activities by:
 1. being prepared for class, paying attention and participating with relevant material in class discussion.
 2. showing respect for the instructor and guest lecturers. These characteristics carry over into the clinical situation. The individual with professional behavior is respected by patients, family, other members of the health care team and society. The professional person's behavior reflects the credibility of the profession.
2. The student is expected to adhere to the Occupational Therapy Code of Ethics as adopted by the American Occupational Therapy Association.
3. Students are expected to know and to adhere to the regulations within the agencies in which they are assigned fieldwork. Such regulations may involve dress, behavior and attendance.
4. Students are expected to maintain respect and courtesy toward their own colleagues as well as toward their faculty, fieldwork supervisors, patients/clients and others with whom they come in contact.
5. Students are expected to assist in promoting honest and harmonious working relationships in the classroom and fieldwork facilities.
6. Students are expected to maintain good health habits and regular physical examinations during both academic and fieldwork experiences. Students are expected to maintain appropriate health insurance during academic and fieldwork education.
7. Students are expected to engage in only those procedures in which they have achieved an appropriate level of competence.
8. Students are expected to integrate material from previous courses as they progress through the academic and fieldwork program.
9. Students are expected to take the initiative for their own learning in addition to required course content.
10. Students are expected to analyze the information in fieldwork manuals and to review appropriate material necessary for their assigned placement.

11. Students are expected to take the initiative in regard to analyzing and synthesizing their perceptions of the learning experiences in both the academic and fieldwork phase of their education. If a student has a concern about any phase of the learning experience, he/she will follow the appropriate channels of communication to resolve issues. Appropriate channels for resolving conflict are as follows:
 1. Academic: Student, Academic Fieldwork Coordinator of the School of Occupational Therapy at Pacific University, Director of the School of Occupational Therapy at Pacific University. The student is encouraged to seek counsel throughout the process.
 2. Fieldwork Experience: Immediate supervisor, then through the established channels of communication at the facility/agency. Both the student and facility must communicate with the Pacific University Academic Fieldwork Coordinator in Occupational Therapy throughout the process.
12. Students are expected to complete candid and constructive written evaluations of each course in which they are enrolled, including fieldwork. Students who are in non-compliance with the above may be placed on professional probation or may have their enrollment in either coursework or fieldwork canceled. (Revised from UND Level II FW Manual).

FAILURE TO COMPLETE FIELDWORK

POLICY: Any student who fails to successfully complete a scheduled fieldwork experience is not allowed to progress in the curriculum.

RATIONALE: Academic Standards for the School of OT in the Pacific University catalog state that a student's academic standing may be jeopardized by one or more of the following:

1. Insufficient progress in the development of practice skills (A No Pass score at midterm or at final evaluation equates with insufficient progress)
2. Failure to comply with School and fieldwork site's rules or procedures
3. Unprofessional conduct, unethical conduct, or illegal conduct
4. Behavior that hinders professional competence and interpersonal or professional relations

Failure to successfully complete a fieldwork experience reflects inadequate integration of skills required for progressing in the curriculum. If needed, request a copy of the School's procedures with regards to unsuccessful completion or termination from a fieldwork experience.

KIWANIS REGULATION AND SAFETY PROCEDURES

(Found in Mt. Hood Kiwanis Camp Counselor & Staff Handbook)

PERSONNEL POLICIES

Work Rules and Personal Conduct

These policies are written for and apply specifically to seasonal (summer) volunteer (counselors) and salaried (staff) employees of the Mt. Hood Kiwanis Camp (hereafter also known as the Camp or MHKC). These policies are not a contract and the Mt. Hood Kiwanis Camp can change them at any time. Any questions or comments about a particular policy should be addressed to the Camp Director or the Executive Director.

It is the policy of the Camp to provide equal employment opportunities to individuals of all races, religions, colors and national origins without regard to their sex, sexual orientation, age, marital status, disability or veteran status and with due consideration of their relative qualifications and abilities.

Camper Care

Campers must be in the care of counselors or staff at all times. Campers and counselors must stay within the designated camp area unless previously arranged with the Counselor Supervisor.

- Immediately report any **missing camper** to the Counselor Supervisor and the staff person in charge.
- Immediately report all **medical emergencies** to the nurse and/or staff member in charge. All non-emergency medical incidents must be reported to the nurse between 8:00 a.m. and 9:00 p.m.
- Immediately report all incidences of **physical, emotional or sexual abuse** by calling (503) 657-6802 or (800) 628-7876 for children under 18 or (503) 534-5445 for adults 18 and older. You may also report all incidences of abuse to the Clackamas County Sheriff by calling 911. After reporting the abuse to the correct agency, obtain an "Accident/Incident Report" form in the camp office. Fill it out and turn it in to the Camp Director. Inform your Counselor Supervisor of these events.
- **Confidentiality** - The issues of confidentiality and the right of privacy are of the highest priority. Volunteer and salaried employees may learn certain facts about campers during the course of their employment. All such information, whether of a medical or business nature, is to be considered strictly confidential and personal.

Individual and Group Photographs: Permission must be granted before pictures are taken. Camper files have a release statement signed by the parent/guardian. Counselors and staff must protect campers from having their pictures taken when "No" is checked on the release form.

Personal Behavior

- **Smoking:** Smoking is not allowed when instructing or working with campers. No smoking is allowed in any building at any time. Smoking is allowed only in designated areas.
 - **Alcohol and illegal drugs:** Alcohol and illegal drugs are strictly forbidden. ***Abuse of this policy is grounds for immediate dismissal.***
 - **Dress:** Appropriate dress is important. Immodest clothing and open-toed shoes are not permitted in the main camp area. Open-toed shoes are permitted only when swimming or canoeing. Please be aware of the effect of immodest clothing on many of our campers and dress appropriately at all times. Neatness and cleanliness enhance the professional atmosphere of the camp.
 - **Rooms, cabins and tents:** All areas used by campers, counselors and staff must be kept clean and neat at all times. Please assist in this endeavor by cleaning up after your camper and yourself.
 - **Leaving camp:** Volunteer and salaried staff are not to leave the camp during the camping week without clearance from the Camp Director.
 - **Harassment/Discrimination:** One of our guiding values is that we treat all people with dignity and respect. This is the guiding principle for our relations with each other. It is MHKC policy that there will be no harassment against any employee, volunteer or camper due to race, color, religion, age, national origin, sex, sexual orientation, mental or physical disability, veteran's status, or any other legally protected status.
1. MHKC will take corrective action when an employee or volunteer violates this policy. Corrective action may include a range of disciplinary measures up to, and including, termination.
 2. Avoid any type of harassing behavior because conduct appearing to be welcome or tolerated by one person may be very offensive to another person.
 3. If you feel that you have been subjected to harassment, you are encouraged to directly inform the person who is harassing that their conduct is unwelcome and must stop. Report such incidents to the Camp Director or the Executive Director immediately without fear of reprisal.
 4. MHKC will investigate all complaints of harassment to the extent possible based on the information available about the circumstances. While we will conduct investigations discreetly and strive to protect the privacy of the individuals involved, we cannot promise complete confidentiality. Pursuing an investigation may, at times, require or lead to disclosure of the identity of those connected to the complaint or reveal information that could lead to identification of persons connected to the complaint.

5. **Sexual harassment:** Prohibited conduct may be verbal, written, visual or physical in nature. It includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
 - a. submission is made either explicitly or implicitly a term or condition of employment;
 - b. submission to or rejection of such conduct by an employee influences employment decisions affecting the individual;
 - c. the conduct has the purpose or effect of interfering with an employee's work performance or creating an intimidating, hostile or offensive work environment;
 - d. the conduct has the effect of interfering with a camper's personal rights.
6. More subtle forms of behavior, such as offensive posters, cartoons, comments and jokes of a sexual nature, also may constitute sexual harassment when they create or contribute to a hostile or offensive work environment.

If you feel you, a coworker or a volunteer, has been subject to harassment, bring the complaint to the attention of the Camp Director, the Executive Director or any other staff person with whom you feel comfortable. Any staff person, who learns of sexual harassment, or suspected sexual harassment, must contact the Camp Director or the Executive Director. They will investigate all complaints immediately.

Health

- **Examination and history:** All volunteer and salaried employees must provide proof that they have had a physical examination within 24 months of the beginning of their contract. The Camp will not pay for this exam. Should there be any question of physical fitness on the part of the salaried employee, the Camp reserves the right to require, at any time during employment, a health examination by the physician or clinic of the Camp's choice at the expense of the Camp.
- **Hospitalization-medical care:** Workers' Compensation for salaried employees is provided by MHKC. A secondary accident plan covers volunteer counselors.
- The Camp Nurse's Professional Liability is included in the camp's insurance plan.

Time-Off

- **Weekends:** Volunteer and salaried employees are off-duty starting Friday at 2:00 p.m. and ending Sunday at 1:00 p.m. or as scheduled by the Camp Director.
- **Days and evenings:** Volunteer and salaried employees are entitled to a minimum of two hours every 24 hours for personal time. Curfew is 11:30 p.m. for volunteer and salaried employees.
- **Under 18:** Volunteer and salaried employees under 18 years of age must have signed parental permission to leave the campsite during time off.

Automobiles

- **Use of private vehicles:** Campers are not to be transported in private vehicles except in the case of an emergency.
- **Use of camp vehicles:** No one is allowed to use a Camp vehicle without *written* permission from the Camp Director(s). Drivers of Camp vehicles must be at least 21 years old, have a valid driver's license and must complete the Individual Driver Questionnaire for the Camp's insurance company.
- **Insurance:** Salaried employees who are required to operate an automobile as part of their work are protected by owned, non-owner and rental liability insurance.
- **Parking areas:** Personal vehicles will be parked along the fences. MHKC is not responsible for any damage to or theft from personal vehicles. Parking spaces are limited; car pooling is encouraged.

Telephone Use and Visitors

- For emergencies and messages, the Camp office number is (503) 668-6195.
- Staff and counselors who are expecting visitors must notify the Camp Director two days in advance for approval.

Pets: Pets are not allowed in camp. Exceptions may be granted only with *prior written* approval from the Camp Director. Campers are not allowed to bring animals to Camp (except seeing-eye dogs). Owners of animals brought to Camp are personally liable for any damage or injury caused by their animal.

Firearms, Ammunition and Explosives: Firearms, ammunition and explosives of any kind are not allowed on Camp property. Possession of these items by volunteer or salaried employees or campers will be cause for dismissal from Camp.

Personal Belongings

- All medications brought to Camp by campers, volunteer and salaried employees must be given to the nurse for safekeeping.
- The Camp is not responsible for lost or stolen property.
- All personal equipment brought to Camp must be stored and handled in a safe manner. Such storage and handling will be the responsibility of the owner or person who brought the equipment to Camp.
- Personal stereos, televisions, etc. are not allowed.
- Lockers are not provided.
- Do not bring jewelry or other valuables as there is no secure place to store them.

Buildings and Equipment

- **Use of camp equipment:** Camp equipment is to be used only during program time unless otherwise specified. No equipment is to be used for personal recreation.
- Report all breakage and items needing repair to the Camp office.
- Philbin Hall is designated as a quiet area after 10:00 pm due to its proximity to sleeping areas.
- Persons using areas in camp for non scheduled activities are responsible for cleaning the areas they utilize and returning equipment and material they have checked out or relocated.
- The Laundry Building adjacent to the mobile homes is limited to specific camper needs only. The Laundry Room in the Hull House is available to staff and counselors on an emergency basis only. Users must keep the facilities clean.

Public Relations

1. The Mt. Hood Kiwanis Camp exists to help people; it also depends on people for donations and volunteer services to fulfill its mission. Counselors and staff share the responsibility for helping the public understand and participate in the Camp. The Directors will endeavor to orient all counselors and staff to services the Camp provides so questions posed by friends and acquaintances may be answered. Every individual has an important role in promoting good public relations for Mt. Hood Kiwanis Camp.
2. No one shall speak to the press as an official spokesperson of the Camp without prior clearance from the Executive Director. All inquiries from the press should be referred to the Executive Director or, in his/her absence, the Board President.

Salary / Remuneration

1. **Disbursement:** Salaried employees are paid after each two-week session. State, federal, FICA taxes and workers' compensation are withheld from the salaries. Salaried employees are required to complete W-4 and I-9 forms upon signing their contract.
2. **Room & Board:** Volunteer and salaried employees receive free room and board while camp is in session.

3. **Tips:** No tips, gifts, or gratuities can be accepted from parents or campers by any volunteer or salaried employee.
4. **Shirts:** Volunteer and salaried employees receive one free Camp Kiwanis t-shirt. Camp Kiwanis sweatshirts and hats are available for purchase.
5. **Promotions:** Volunteer and salaried employees who have performed at an acceptable level in the past, will be considered first for filling salaried positions. Promotion and hiring is based on evaluation of the employee's job qualifications and his/her performance.
6. **Performance Evaluation:** Salaried employees participate in an exit interview with the Camp Director to evaluate their job performance. Further, they are trained to evaluate counselors using the "Counselor Expectations Checklist."

Termination of Agreement

1. The volunteer and salaried employees of the Camp serve under the direction of the Camp Director and in accordance with the general rules and guidelines of the Camp. All dismissal notices will be issued in writing with reasons for dismissal clearly stated. The Camp Director reserves the right, in the case of gross misconduct, to relieve any person of his/her duties at once. The salaried employee is entitled to salary to the end of the normal termination notice period.
2. The Camp reserves the right to cancel volunteer or salaried employee contracts on or before the specified date if low camper enrollment makes it necessary to reduce employees.
3. If a salaried employee and the Camp Director agree, for their own best interests or for the best interest of the Camp, that the employment shall be terminated, the employee shall be paid to the end of the normal terminal notice period. Either of the parties to the agreement may terminate the same by giving the other a minimum of seven days' notice in writing, payment to be made in accordance with the number of days worked. In case of early departure or dismissal from Camp, should the Camp period be shortened by fire, epidemic, accident, etc., the employee's salary will be prorated.

Resignation

1. Salaried employees must give a minimum of seven days written notice. During the time between notice and actually leaving the position, the employee should do all in his/her power to protect the interests of the Camp by leaving the work in good shape and by assisting in paving the way for his/her successor.

Sick and Emergency Leave

1. **Absence from work:** In case of early departure or inability to work, the employee's salary will be prorated.

Rules of Conduct with Campers and Camp Personnel Staff, Counselors, Personal Attendants and Volunteers

(Found in Mt. Hood Kiwanis Camp Counselor & Staff Handbook)

- Never be alone in a private setting with a camper or minor.
- Do not discuss your personal or private life with a camper or minor.
- Do not bathe, dress or attend to the personal needs of a camper or minor without assistance from another adult.
- Do not engage in regular or prolonged physical affection with a camper or minor.
- Do not have any sexual contact of any kind with a camper or minor.

- Do not lie next to or on top of a camper or minor.
- Do not use physical restraint with a camper unless you are preventing the camper from injuring himself/herself, another individual or causing property damage.
- Refrain from the use of profane language.
- Do not make inappropriate comments or tell sexually explicit, violent or scary stories or jokes to campers or minors.
- Do not make injurious, slanderous, racial, or harassing comments to or in the presence of any camper, minor or camp personnel.
- Dress modestly by avoiding bear midriffs, spaghetti straps, bikinis, and shorts above mid thigh, low cut pants that expose underwear or pants that fall below hip-line and expose underwear.

Emergency Procedures

(Found in Mt. Hood Kiwanis Camp Counselor & Staff Handbook)

The Camp Director posts a list of treatment stations (hospitals, clinics, etc.) and the nearest doctors and phone numbers next to every phone with an outside line.

Emergency Procedures

- The Camp is alerted to an emergency (fire or other emergency) by building alarm systems or repeated bursts of the air horn. The horn is located in Rainbow Lodge.
- Counselor Supervisors take campers and counselors to areas designated. The Camp Director or staff person in charge supervises this operation.
- Supervising counselors take roll to be sure all campers/counselors in their group are present. If someone is missing, begin lost camper procedure and notify the Camp Director.
- If an evacuation is necessary, the Camp Director will coordinate the evacuation. All available vehicles will be used to evacuate the camp. Proceed to the parking lot at the Sandy High School.

Fire in Buildings

- The fire station at Sandy should be notified immediately by dialing 911. For non-emergency situations, the business number is (503) 668-8093.
- Designated staff remains to clear buildings and assist the Fire Department.
- Counselor Supervisors review fire safety procedures with their counselors at the beginning of each session.

Fire (Forest)

- Sandy Fire Department will contact Kiwanis Camp Oral Hull Program with any evacuation plans.
- The Camp Director will evacuate the camp according to the emergency procedures plan.

Severe Storms and/or Lightning

- To reduce risk of injury, terminate all outdoor activities. Evacuate from water related activities, such as canoeing and sprinklers. Get inside buildings for the best protection.

Lightning Strike

- People struck by lightning carry no electrical charge and can be handled safely.
- Call 911.
- Check for burns.

- Give first aid. If breathing has stopped, begin rescue breathing. If the heart has stopped, trained personnel should give CPR.

Earthquake

- Find cover under tables or desks. Stay away from trees and doorways if possible.
- Once the original quake has ended, the counselor supervisor will do a head count to make sure all campers and counselors are present.
- The nurse will set up a triage area to care for any injured campers. The camp director(s) will notify emergency medical service of any severe injuries.

Volcano Eruption

- Kiwanis Camp will stay in contact with the local authorities and evacuate camp when instructed.
- The Portland business office will notify all parents/guardians.

Injury

- Immediately report injury to the nurse, Camp Director, or designated person in charge.
- Alert the nearest treatment station by phone.
- Nurse, Camp Director or Counselor Supervisor will immediately notify the parents of campers if emergency medical treatment is required.
- A designated staff person and driver will transport the injured person to the nearest treatment station.
- Send camper's medical information with camper and complete medical forms at the treatment station.
- The nurse and the person in charge of the activity at which the injury took place will complete the insurance forms and incident reports. Submit the forms to the Portland camp office within 24 hours.

Lost/Runaway Camper-- while in Main Camp

1. Notify Counselor Supervisor or other nearest person.
2. Determine when and where camper was last seen.
3. Staff person will notify or direct a counselor to notify the Camp Director.
4. The Camp Director will organize a search
 - a) Assign two staff/counselors from your group to aid in the search.
 - b) Distribute whistles to counselors in each group.
 - c) Divide search party into two groups, each to head in different directions as prescribed by the Camp Director.
 - d) Groups should be out no longer than 15 minutes at a time without reporting back to campsite.
 - e) Alert the search party if you have found the camper via radio.
5. Camp Director will notify authorities and parents if camper is not located within one hour of search effort commencement.

Lost or Runaway Camper- Out of Camp

1. Notify Counselor Supervisor or other nearest person.
2. Determine when and where camper was last seen.

3. Counselor Supervisor will organize search:
 - a) Assign two staff/counselors from your group to aid in the search.
 - b) Distribute whistles to counselors in each group.
 - c) Divide search party into two groups, each to head in different directions as prescribed by Counselor Supervisor.
 - d) Groups should be out no longer than 15 minutes at a time without reporting back to campsite. If camper is lost for longer than 15 minutes contact authorities and Camp Director.
 - e) Alert the search party if you have found the camper via radio and two long bursts of a whistle.
 - f) Contact Camp Director of incident.

If You /Camper/Group Are Lost (in and out of camp)

1. Instruct campers/counselors to stop when they first realize they are lost and wait (if possible, at open, quiet location). ***Don't panic, run, continue on, or wander.***
2. Alert Counselor Supervisor and staff person on duty when someone is assumed lost. The person in charge will implement lost/runaway camper rescue plan.
3. Search party to use signals (usually from whistles) of two short blasts in a series.
4. Lost person/party answers with a series of three long blasts if they have a whistle, or calls out when they hear the search party.
5. Keep everyone in the party warm and dry.

Stranger in Camp

1. Never approach a stranger alone--go with a partner.
2. Introduce yourself and your partner.
3. Escort the stranger to the Camp Director, a staff person, or the assigned person on duty.
4. ***A visitor name tag will be given to a legitimate visitor;*** others will be asked to leave the premises.

What to do if you see a bear:

Only the black bear is known to live in Oregon. Black bears can be black or brown (cinnamon) in color. Occasionally they may be seen around the Mt. Hood area. If you see a bear:

- Stay calm: walk slowly.
- As you move away speak softly to let the bear discover your presence.
- Report the bear sighting to the Camp Director.

What to do if you see a cougar/ mountain lion:

Although attacks on humans are rare, cougars are potentially dangerous animals. They can weigh up to 110 pounds and grow to more than eight feet in length.

Preventing an encounter: Do not hike alone--keep campers in sight--avoid dead animals, keep a clean camp, be alert to your surroundings. **If you meet a Cougar: DO NOT RUN--**Stand up and face it-- pick up children--appear large--do not approach--back away slowly--do not take your eyes off of it.

What to do if you see a deer:

Deer are fairly common in and around the camp area. Deer are not known to be aggressive or dangerous. If you see a deer, stay calm and quiet until the animal has left the area.

Bats:

Bats are common at camp. If you encounter a bat during day light hours do not go near the bat or touch the bat. If a bat enters a building, have campers leave the room the bat is in and confine the bat to the smallest area possible. Notify the Camp Director or Caretakers. Bats flying around at night are generally harmless; however, as all animals observed in places they are not normally found in, bats can bite and transmit disease.

Vegetation

Kiwanis Camp at Oral Hull lies on the outskirts of the Mt. Hood National Forest. Plant life and wild animals are found readily. The forest is their home! Protect their home by leaving only footprints and taking only memories when you camp and hike. Nature, at times, can be a bit on the ornery side. Be aware of potentially poisonous plants and wild animals as listed below.

Do not pick, cut or otherwise remove plants, trees or flowers.

Poisonous Plants

PLANT	TOXIC PART	SYMPTOMS
Foxglove	Leaves	One of the sources of the drug digitalis, used to stimulate the heart. In large amounts, the active principles cause digestive upset, mental confusion, and dangerous irregular heartbeat and pulse.
Laurels & Azaleas	All parts	Produces nausea and vomiting, depression, difficulty breathing, prostration, and coma.
Holly berries		Vomiting and diarrhea may occur depending on the types of holly and its maturation.
Skunk cabbage	All parts	Irritant juices may severely irritate the digestive system.

First Aid

First aid is only to be administered by a qualified adult (holding current First Aid certification) or the camp nurse. All paid staff members of the Mt. Hood Kiwanis Camp hold current First Aid and CPR certifications. All

injuries, first aid treatment, and incidents must be documented either in the nurse's manual or in the form of an incident report.

First Aid Kits

Each living quarters, program area, bus and lodge is equipped with a stocked first aid kit. The kits should only be used:

1. Under the direction of a qualified adult (all paid staff members hold current CPR/First Aid certification).
2. When the group goes out of main camp area. e.g. hike and canoeing.
3. In case of severe injury (i.e., to control bleeding until nurse arrives).

Notify Camp Nurse at once if you or your camper have any health issues that are of concern. Be especially alert to the physical well-being of non-verbal or minimally communicative campers.

Remember the 7 B's

Contact the nurse if any of the following symptoms are observed:

- √ **Breathing** – difficult or labored (Perform CPR if no breathing is detected)
- √ **Bleeding** - significant amounts from any source
- √ **Bites** – animal or human
- √ **Breaks** – if you suspect a break or observe an accident that could have resulted in a break
- √ **Blisters** – from burns, shoes or any prolonged friction
- √ **Barfs** – if you or your camper is nauseated or vomits
- √ **Burns** – from any source, hot liquids, campfires, sun

Consult the first aid manual located in the kit and follow the procedure listed if the group is away from the campsite or if the nurse is responding to another need.

Seizure Management

Grand Mal Seizure

*Definition: The person may become rigid, lose consciousness and fall. Saliva appears at the lips, and the person may twitch violently for a minute or two, then relax, and may fall asleep from a few minutes to a few hours. Some people have auras, warnings of an oncoming seizure through characteristic odors, tastes, or a tingling sensation. Some have these auras in enough time to let you know so you can take safety precautions.

1. Stay calm. Ease the person to the floor and loosen any constricting clothing such as ties or belts. You cannot stop a seizure once it has started. Let it run its course.
2. Remove any hard, sharp or hot objects which may injure the person, but do not interfere with the person's movements.
3. Do not force anything between the teeth.

4. Turn the head to the side for the release of saliva. Place something soft under the head.
5. When the person regains consciousness, let him rest if he wishes.
6. If the seizure lasts beyond a few minutes, or the person seems to pass from one seizure to another without regaining consciousness, call a doctor immediately. This condition, status epilepticus, rarely happens, but should be treated immediately by a physician.
7. Carefully observe what happens before, during, and after the seizure in order that the person's physician may record this information (e.g., approximate duration of seizure).

Psychomotor Seizures

1. Check the breath of the person for the smell of liquor.
2. Check for emergency medical information (necklace, bracelet, wallet card).
3. Do not try to restrain the person unless it is essential for personal safety.
4. Make suggestions to guide the person's behavior if necessary.

Petit Mal Seizures

*Definition: The person may have a momentary loss of consciousness, but does not fall and has no convulsions, seizures, or violent twitching. There may be a momentary twitching of the eyelids, a rolling of the eyes, or just a blank staring look. This may look like someone is zoning out. There is no first aid necessary for petit mal seizures.

Handling of Body Fluids

“If it’s wet and it’s not yours—don’t touch it”

The body fluids of all persons should be considered potentially hazardous.

While the risk of infection from several different organisms is present, the exact risk depends on a variety of factors. Body fluids include blood, semen, drainage from cuts and scabs, skin lesions, urine, feces, vomit, nasal discharge and saliva.

When unanticipated skin contact occurs (i.e., assisting a child in the bathroom, wiping a runny nose, administering first aid to a bleeding wound), hands and all other affected skin areas should be washed with soap and running water as soon as possible. Effective hand washing requires the use of liquid soap and vigorous washing of hands under running water for at least 10 seconds. Use paper towels to dry hands.

Procedures for handling body fluids:

1. Wear plastic gloves if you might come in contact with urine, feces, blood or vomit.
2. Add water to spray bottle containing 10% bleach. Remove tape from nozzle.
3. Use paper towels and bleach solution to clean area.
4. Dispose of towels in plastic bag. Seal with knot.

5. If an absorbent agent is used to clean spills, sweepings should be disposed of in plastic bags. Brooms and dust pans should be cleaned with disinfectant.
6. Dispose of the remaining bleach solution.
7. Add bleach to bottle (no water) to the fill line (10%) so bottle is ready for use. Use solution only once.
8. Apply tape to nozzle. Label time and date on bottle with tape. Bleach solution must be fresh (no more than 24 hours old) to be effective.
9. Discard used gloves and put on a new pair before assisting another person.

For soiled clothes or sleeping bags, follow these laundry procedures:

1. Wearing gloves, remove as much body fluids as possible. Dispose of towels and body fluids in plastic bag.
2. If heavily soiled, rinse garments or bedding in washer on rinse cycle with cold water with bleach added.
3. When washing, if water is 120 degrees or hotter, you must add bleach to the cold water rinse. The effectiveness of bleach is greatly diminished in hot water and will not kill the hepatitis virus.
4. If wash water is less than 120 degrees, bleach may be added to the wash cycle.
5. Dry items on hottest setting possible.

CONFIDENTIALITY (PATIENT'S RIGHTS)

(Found in Mt. Hood Kiwanis Camp Counselor & Staff Handbook)

It is imperative to respect the confidentiality of privileged information about campers at Mt. Hood Kiwanis Camp. While this setting is not within a traditional healthcare institution, occupational therapy interns will be expected to refrain from disclosing the following camper information:

- a. Name
- b. Location (other than state)
- c. Dates- including date of birth, dates of camp
- d. Telephone and Fax
- e. E-mail address
- f. Social Security numbers
- g. Information from camper medical form
- h. Any other unique identifying number, characteristics, or code

KIWANIS STAFF/STUDENT COUNSELOR AGREEMENT

(Found in Mt. Hood Kiwanis Camp Counselor & Staff Handbook)

Alcohol and Drug Policy, Sex Offender Registry Check Policy, Internet Communication Policy, and Hepatitis B Vaccination Statement

**PLEASE READ THE FOLLOWING INFORMATION CAREFULLY,
COMPLETE THE FORM AND RETURN WITH APPLICATION PACKET**

Mount Hood Kiwanis Camp and Pacific University

STAFF/ STUDENT COUNSELOR AGREEMENT

The basic goal of the Camp is to help the campers achieve a meaningful recreation/education experience. The staff's major responsibilities are as follows:

1. To keep in mind the basic goals and objectives of the Mount Hood Kiwanis Camp and to assist campers in achieving them.
2. To work cooperatively with other camp personnel in carrying out their responsibilities.
3. To follow Camp regulations, safety rules and procedures and the directions given by Portland State University, the Camp Directors and the Mount Hood Kiwanis Camp Board.

ALCOHOL AND DRUG POLICY

Drinking alcohol and engaging in illicit drug use while at camp causes great risk for volunteers, staff and campers. Your first and foremost commitment while at camp should be your campers. This is a 24 hour responsibility that requires you to be sober and aware at all times. Drinking or using drugs on or off campgrounds affects your ability to respond to the needs of your campers and puts the entire camp community at risk. Our policy requires that all volunteers refrain from drug and alcohol use while they are at camp.

You will be in violation of the drug and alcohol policy if you:

-Have drugs or alcohol in your possession on camp grounds. If you come to camp with alcohol or drugs, please talk to the PSU Coordinator or Camp Directors so he or she can deal with the situation appropriately.

-Consume alcohol or engage in illicit drug use on campgrounds.

-If you leave camp and return intoxicated.

-If you have drugs or alcohol anywhere "in, on, or anywhere near" you.

-If you purchase alcohol or drugs for minors. Please note that purchasing drugs and/or alcohol for a minor is also a violation of federal and state law. If a volunteer violates this clause of the drug and alcohol policy the camp administration may be forced to involve law enforcement.

The Mount Hood Kiwanis Camp and Portland State University are committed to this alcohol and illicit drug policy. Violation of this policy will result in termination from the practice/volunteer experience and could possibly affect a student's ability to receive PSU credit for their camp experience.

SEX OFFENDER REGISTRY CHECK POLICY

Serving as counselor and/or staff for Mt. Hood Kiwanis Camp requires work with vulnerable populations. In compliance with The Department of Human Services and camp standards, names of all camp staff and counselor applicants will be checked against the National Sex Offender Registry in order to protect our camper participants. Failure to meet these requirements will result in removal from the applicant pool.

INTERNET COMMUNICATION POLICY

We know that the Internet, when used wisely, provides many safe ways to stay in touch and communicate with your friends from camp. We view Internet venues as your right to self-expression and generally regard them in a positive light. **Once you identify yourself as a camp employee/volunteer** in a social networking profile, website, group page, or weblog, however; or use the camp name or logo, we require you, as a condition of employment/volunteer status at camp, to observe the guidelines below. Even if you do not intend to, and even if you state otherwise, once you identify yourself as an employee/volunteer of our camp or use our camp name or logo or any official camp photograph or text, everything and anything that you post or say on the site can then

be seen as a reflection of camp. These guidelines have been established to assure that all camp staff, employees, campers, volunteers, and families enjoy an emotionally and physically safe environment.

- 1) As a camp employee/volunteer, before I...
 - a. Use the camp name or official camp logo or camp photograph;
 - b. Add a link from your group page, profile or other site to the official camp website;
 - c. Include text or photographs that are the property of camp;
 - d. Include photographs of campers or other staff members;
 - e. Or create a camp "group page" with the above items......I must request and receive *prior written approval* from the camp
- 2) As a camp employee I agree to be respectful of the camp, its program, the campers and its employees in all communications in your profile, blog or other Internet sites and communications. This includes the following:
 - a. I will not use obscenities, profanity, or vulgar language;
 - b. I will not engage in harassment or intimidation;
 - c. I will not post comments that are derogatory with regard to the individual person's race, gender, religion, sexual orientation or disability;
 - d. I will not engage in sexually explicit, suggestive, humiliating or demeaning comments.
- 3) Once I identify myself as a staff member or volunteer at camp, which is to say as an employee/volunteer of the camp, the general public may see me as an ambassador or spokesperson of camp. I understand that is therefore a condition of employment/volunteer status that I agree to and adhere to the guidelines outlined above. I understand if any of the guidelines outlined in this measure are violated, it may result in disciplinary and/or legal action including possible termination of my employment or volunteer status.

HEPATITIS B VACCINATION STATEMENT

Counselors and staff provide personal care assistance (bathing, feeding, etc.) to some campers. As a result of your volunteer position, you may be exposed to blood or other potentially infectious materials that may put you at risk of acquiring the Hepatitis B Virus (HBV) infection. Enclosed in the application packet is information on the Hepatitis B Vaccine, including information on how HBV is spread, reasons for vaccination, safety, dosage, and the benefits of being vaccinated. Furthermore, the PSU Student Health and Counseling Center will administer the Hepatitis B vaccination for \$28.86 per dose (three required for full vaccination) to students with the basic PSU health plan. It is your responsibility to read the enclosed information titled "Hepatitis B Vaccine" and make an informed decision to pursue vaccination or not.

STAFF/ STUDENT COUNSELOR AGREEMENT:

In signing below, I acknowledge that I have read and understood the **Alcohol and Drug policy, the Staff Agreement, the Sex Offender Registry Check Policy, Internet Communication Policy, and the Hepatitis B Vaccination Statement**. In addition, I acknowledge that the Mount Hood Kiwanis Camp will take every reasonable precaution to minimize exposure to known risks, however, there may be risk of injury and stress during camp participation and certain dangers and accidents may occur. I recognize and acknowledge that the Mount Hood Kiwanis Camp and Portland State University do not carry medical insurance, professional liability insurance, or workers compensation benefits covering my work during my assigned period at the camp. As a participant I acknowledge the nature of the camp and hereby release, acquit and forever discharge the Mount Hood Kiwanis Camp, Inc., its officers and directors, Kiwanis Clubs and their members, Mount Hood Kiwanis Camp staff members, Portland State University and its employees, staff and students, and the State of Oregon, the agents and insurers of each of them from any and all claims, responsibility of liability of whatever kind and nature whether arising from any injury or damage which may be sustained as a result of my participation in the program. In addition, I agree to defend and indemnify the Mount Hood Kiwanis Camp, Inc.,

its officers and directors, Kiwanis Clubs and their members, Mount Hood Kiwanis Camp staff members, Portland State University and its employees, staff and students of the State of Oregon, the agents and insures of each of them against any and all manner of actions, claims, demands, damages, liability or expense of every kind and nature which may have incurred or arise by reason of my participation in the program.

No compensation will be paid by the Mount Hood Kiwanis Camp or by Portland State University for this volunteered service other than room and board if you are volunteering. Staff members will be compensated based on employee agreement.

- ☐ **THE INFORMATION I HAVE PROVIDED IN THIS APPLICATION IS CORRECT TO MY KNOWLEDGE.**
- ☐ **I HAVE READ AND AGREE TO THE DRUG AND ALCOHOL POLICY AND THE STAFF AGREEMENT.**
- ☐ **I HAVE READ AND UNDERSTAND THE SEX OFFENDER REGISTRY CHECK POLICY.**
- ☐ **I HAVE READ AND UNDERSTAND THE INTERNET COMMUNICATION POLICY**
- ☐ **I HAVE READ AND UNDERSTAND THE HEPATITIS B VACCINATION STATEMENT AND THE ENCLOSED "HEPATITUS B VACCINE" INFORMATION SHEET.**
- ☐ **I HAVE READ AND UNDERSTOOD THE STUDENT COUNSELOR AGREEMENT .**

- I understand that pictures will be taken at the camp showing the campers & counselors in their usual camp activities and that the pictures will be used by Mt. Hood Kiwanis Camp and Portland State University for both promotional and educational purposes, in printed materials, on our website, and in other media.
- **Yes, I agree** that Mt. Hood Kiwanis Camp, Inc. and Portland State University may take pictures of campers & counselors in usual camp activities and that the pictures may be used for the above purposes as deemed proper by Mt. Hood Kiwanis Camp, Inc. and/or Portland State University. **My initials**_____
- **No, I do not** give permission for Mt. Hood Kiwanis Camp, Inc and Portland State University to use pictures of me as a counselor for promotional or educational purposes. **My initials**_____

Signature_____Date_____

Print Name_____

LEVEL II FIELDWORK REQUIREMENTS

Before Camp

1. Attend training through Pacific University
 - a. Trainings provided for OT Supervisor
 - i. Feeding refresher
 - ii. Transfer training refresher
 - iii. Behavior modification refresher

Attend Kiwanis Camp orientation training

Attend pre-camp meetings as required by counselor staff

Review camp manual

Review AOTA evaluation form for level II fieldwork

Arrive at camp at designated time on Saturday before the first session and participate in all orientation and training activities.

During Camp

1. Establish supervision needs/desires with OT supervisor
2. Establish caseload with OT supervisor
3. Maintain daily log/progress notes on each camper in caseload
4. Attend supervisory meetings as scheduled
5. Complete necessary assignments (see below)
6. Complete seminar requirements for course OT 624

After Camp

1. Complete Facility Evaluation; fax to SPF
2. Complete AOTA Midterm and Final Evaluation; fax to SPF

WEEK-BY-WEEK SCHEDULE OF RESPONSIBILITIES

Mt. Hood Kiwanis Camp
Occupational Therapy
OTR LEVEL II FIELDWORK SCHEDULE GUIDE
8 Week Schedule

Required Training at Kiwanis Camp	Length	Dates	MUST ATTEND
Orientation to setting and personnel	4 days, overnight		
Undergo training of camp policies and procedures	4 days, overnight		
Week 1 Observation & Orientation Date:	Due Date	Date Completed	Adjusted Date
Orientation to identified staff team for week			
Read client's charts on caseload			
Establish weekly schedule & ID overnight shift dates			
Schedule observation of a camper's day, SLP, Behavioral Psych, Nurse, etc			
Observe activity groups appropriate for OT involvement			
Review fieldwork manual and develop list of personal strengths/weaknesses and goals for first five weeks			
Read policy and procedure manual			
Review available assessments in manual			
Review frames of reference			
Choose group to start to lead			
Supervision meeting			
Attend required meeting (put on each week)			
Week 2 Program Plan Development Date:	Due Date	Date Completed	Adjusted Date
Review charts of clients in group			
Start OT assessments (Practice, ID for clients)			
Start leading OT group			
Schedule observation of SLP at eating times (feeding, communication)			
Begin documentation re: participation, assessment performance on ADL routines			
Identify main camp project assignment			
Supervision meeting			
Attend required meeting (put on each week)			
Week 3 Program Plan Development Cont.	Due Date	Date Completed	Adjusted Date

Date:			
Review charts of clients in group			
Administer OT assessments (AM/PM ADL's)			
Leading OT group			
Write up program plans of groups leading			
Continue working on camp project			
Supervision meeting			
Attend required meeting (put on each week)			
Week 4 Begin Assessments and Leading Groups Date:	Due Date	Date Completed	Adjusted Date
Review charts of clients in group			
Administer OT assessments (other assessments)			
Leading OT groups			
Progress notes weekly			
Choose 2 nd group and begin program plan			
Write up program plans – leading			
Supervision meeting			
Attend required meeting (put on each week)			
Week 5 Begin Assessments and Leading Group Date:	Due Date	Date Completed	Adjusted Date
Review charts of clients in group			
Choose in-service assignment and make plan			
Lead assigned OT groups			
Continue weekly progress notes			
Select person for case study and begin			
Supervision meeting			
Attend required meeting (Put on each week)			
Mid-term evaluation			
Week 6 Independent Practice Date:	Due Date	Date Completed	Adjusted Date
Review charts of clients in group			
Continue OT assessments			
Continue OT groups			
Supervision meeting			
Attend required meeting (put on each week)			
Week 7 Independent Practice Date:	Due Date	Date Completed	Adjusted Date
Review charts of clients in group			
Complete case study			
Finish OT assessment reports			
Continue OT groups			
Inform groups you are leaving/end of camp			
Evaluate effectiveness of program plans			
Complete assignments			
Complete (project/case study)/present			
Attend required meeting (put on each week)			
Supervision meeting			
Complete site evaluation			
Complete student report of supervision			

FIELDWORK ASSIGNMENT SUGGESTIONS

(Disclaimer: All assignment objectives will be discussed at the beginning of fieldwork, with a timeline set in place between student and fieldwork supervisor.)

1. Complete a qualitative research case study on a chosen camper that documents their background, baseline, assessments used, intervention, outcome and follow-up following their time at Mt. Hood Kiwanis Camp. The case study should be done so in compliance with course assignment for OT 533 from the School of Occupational Therapy at Pacific University. Written report and/or presentation to camp personnel, as directed by clinical supervisor.
2. Choose from one of the two: 1) Lead an interdisciplinary discussion and/or training with the speech and language pathologists on a topic or condition of choice. 2) Give a presentation on the profession of occupational therapy in varying contexts or within the camp setting.
3. Provide oversight of the occupation-based activity bin wall.
 - a. Maintenance
 - b. Education & training
 - c. Input and alterations to activities and grading as needed
 - d. Provide ideas for additional bin activities
 - e. Implement new graded activities as requested by clinical supervisor
4. Lead multiple groups using activity analysis
5. Provide the School of Occupational Therapy at Pacific University with additions and constructive additions to the fieldwork manual for future students.
6. Develop client education materials on specific conditions seen at camp
7. Perform literature searches on assessment and intervention techniques to support evidence-based practice
8. Provide revisions and/or additions to the student fieldwork manual
9. Develop documentation formats for staff supervision, treatment consultation and/or monitoring
10. Fabricate a piece of therapy equipment for Kiwanis Camp
11. Present a research/educational project to help staff, counselors and campers at Kiwanis
12. Present articles of interest to staff or conference proceedings.

GUIDELINES FOR DOCUMENTATION

SOAP Note Documentation

The SOAP note is a type of documentation note that has specific labeled sections. Documentation is a vital component in the evaluation, treatment and discharge of occupational therapy clients. SOAP notes stands for **S**ubjective, **O**bjective, **A**ssessment and **P**lan. It is a preferred format of documentation.

Subjective: Refers to the client's subjective comments, problems, life circumstances, goals, current performance, limitations or other pertinent comments. You may paraphrase or directly quote the client. Direct quotes must be put in quotations. Choose a quote that tells the reader rich information about the client, not simple: "I don't feel good." "My head is throbbing and my sprained ankle is still healing" provide the reader with more specific information. Be thoughtful I which quote or statement that you use as the subjective portion of the note.

Objective: This section is for observations, data collected and other facts. You can document what the client was able to do, or what they were unable to do. Here are some examples of objective information: "Client pulled away from contact with the shaving cream"; "Client dressed in plaid pants and a plain white t-shirt." Some suggest that the O portion of the note begin stating why and where the client was seen, in addition to the time. It can be organized chronologically or be divided up into headings and functional activities. For example, one may want to organize the O section to discuss manual muscle testing or range of motion.

Assessment: This section is where one explains what the data means. This is where professional judgment and clinical skills pull all the information together. This is the most important section of the SOAP note. This section does not require complete sentences, but can be used to create a running list of problems. An example of an A section would be the following: “impaired self-care skills; decreased hand function; low self-esteem; limited access to services in his community; limited attention to tasks.” Another example would be “he writes legibly with his right hand.”

Plan: This section is where you clearly express the plan of action for the client in order for them to achieve their goals. This section can include the location of the intervention sessions and equipment issues to the client. It should be sufficiently clear. Examples of P sections include: “Client will participate in social participation group 5x/wk for 30 minutes for the next two weeks”; “Continue OT sessions for ADL skill development. Try adaptive dressing tools, such as sock aid and dressing stick.”

The follow 2 progress note examples can be found in Karen M. Sames’ book titled *Documenting Occupational Therapy Practice*, beginning on page 112:

Case 1: Helen, Alzheimer’s client in day care setting

S: “Where do I go? What do I do?”

O: Upon entering the building, Helen waited for her daughter to tell her which way to turn. Once in the bathroom, she helped herself to a cup of coffee. Then she sat down and sipped her coffee until she received further instructions. She imitated the exercises that the group leader demonstrated. Halfway through the exercise group, she stood up, put her coffee cup in the garbage and thanked everyone for a pleasant experience. She started to leave the room. She blushed and hid her face when told that the group was not over yet.

A: Helen appears to be dependent on the verbal cues of others in her environment to direct her behavior. In the absence of verbal cues, she gets confused.

P: Pair verbal and visual cues for Helen or use verbal cues alone. Continue to encourage participation in small-group activities. Provide a structured environment with a consistent, posted schedule. Continue monthly therapy consultation.”

Case 2: Bob 27 year old with CVA

S: “I used to be able to do this without thinking about it. Now I have to concentrate so hard on it I wonder if it is worth it.”

O: Client participated in a 30 minute occupational therapy session to work on functional activities with his unaffected hand. Bob attempted to use a computer mouse with his left hand by playing a game of solitaire. He moved quickly to the general area that he wants the mouse to be. He moved slowly and hesitatingly to the precise spot he needed, however, he often overshot the mark. Bob clicked the mouse with his index finger easily, however, he had minimal success holding the mouse button while dragging the mouse. It took 20 minutes to complete one game of solitaire.

A: Bob has not yet achieved adequate coordination with either hand to allow him to perform mouse activities to his satisfaction.

P: Try a touchpad mouse. Encourage moving slowly and carefully. Practice using left hand for other activities during the day. Continue twice daily occupational therapy as per plan of care.

LEVEL II FIELDWORK SURVIVAL GUIDE

(Adapted from Essential Guide to Occupational Therapy: Fieldwork Education)

“Brush-Up” On

See Resources section of binder for some information on these topics.

- Transfer techniques
- Group dynamics
- Feeding
- Arts & craft activities
- OTPF
- Information about diagnoses relevant to Kiwanis
- Goals and note writing
- DSM-IV

Time & Stress Management

- Make a schedule and write it down.
- Be sure to budget time for yourself.
- Know your limits.
- Make a “to-do” list and prioritize the tasks.
- Do not be afraid to ask for help.
- Schedule “down time” every day.
- Allow time for documentation throughout the day and be prepared to take work home with you.
- Allow time for research and study.
- Spend time with friends.
- Get away for lunch—to eat or take a walk.
- Eat healthy.
- Exercise
- Get up a few minutes early.
- Allow adequate travel time.

Tips for a Successful Experience

- Ask lots of questions, get to know your supervisor well and establish a good relationship with him or her.
- Have an open mind.
- Remember that you can learn from a less-than optimal situation. Contact your academic fieldwork coordinator for ideas and suggestions.
- Be prepared to use the OTPF: Domain and Process.
- Have a file of sample groups or individual activities on hand.
- Make a calendar of due dates.
- Work with other disciplines to gain their perspectives and further your own learning.
- Show appreciation to the disciplines on site.
- Talk with your supervisor.
- Do not tell your supervisor that you did not want to come to this site or that you are not going to practice in this area.
- Be over-prepared—have lots of ideas if something doesn’t work out.
- If away from home, take advantage of what the area has to offer.
- Be flexible with changing patients, times, problems, etc.

- If a facility has files of ideas, make copies and create references to take with you.
- Know your facility expectations.
- Communicate with those around you.
- Be an active learner. Ultimately you, not your supervisor, are responsible for your fieldwork experience.
- Study and know specific theories used at the facility and know the treatment techniques guided by that theory.

CAMP DAILY SCHEDULE

(Found in Mt. Hood Kiwanis Camp Counselor & Staff Handbook)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
	7:30 Wake up <i>Cabin clean-up</i>	7:30 Wake up <i>Cabin clean-up</i>	7:30 Wake up <i>Cabin clean-up</i>	7:30 Wake up <i>Cabin clean-up</i>	7:30 Wake up <i>Cabin clean-up</i>
	8:15 FLAG	8:15 FLAG	8:15 FLAG	8:15 FLAG	8:15 FLAG
	8:30 BREAKFAST	8:30 BREAKFAST	8:30 BREAKFAST	8:30 BREAKFAST	8:30 BREAKFAST
	9:15 ACTIVITY	9:15 ACTIVITY	9:15 ACTIVITY	9:15 ACTIVITY	9:15 PACK/SHOWERS <i>Check inventory</i> <i>Turn in baggage</i>
	10:45 ACTIVITY	10:45 ACTIVITY	10:45 ACTIVITY	10:45 ACTIVITY	10:30 AWARDS
1:00/2:00 STAFF MEETING	12:30 LUNCH	12:30 LUNCH	12:30 LUNCH	12:30 LUNCH	11:00-12:00 DEPARTURE
2:00/3:00 - 5:00 CAMPERS ARRIVE <i>Health check-in</i> <i>Name-tags</i> <i>Unpack</i> <i>Tour Camp</i>	1:15 RELAX (**)	1:15 RELAX (**)	1:15 RELAX (**)	1:15 RELAX (**)	12:00 BROWN BAG LUNCH
	2:30 ACTIVITY	2:30 ACTIVITY	2:30 ACTIVITY	2:30 ACTIVITY	1:00 CLEANING
	4:00 ACTIVITY	4:00 ACTIVITY	4:00 ACTIVITY	4:00 ACTIVITY	1:30 STAFF/ COUNSELOR MEETING
5:50 TRANSITION					
5:55 FLAG	6:00 FLAG	6:00 FLAG		6:00 FLAG	
6:10 DINNER	6:10 DINNER	6:10 DINNER	6:00 FLAG	6:10 BARBEQUE	
6:50 JOURNAL <i>(CS meeting)</i>	6:50 JOURNAL	6:50 JOURNAL	6:10 DINNER	6:20 GUESTS	
			6:50 JOURNAL		
7:30 CHOICE ACTIVITY	7:30 ACTIVITY	7:30 ACTIVITY	7:30 DANCE or CARNIVAL	7:15 PROGRAM	
8:30 PREP FOR BED	8:30 PREP FOR BED	8:30 PREP FOR BED	8:30 PREP FOR BED	8:30 WISH BOATS 8:50 PREP FOR BED	
9:00 BED	9:00 BED	9:00 BED	9:00 BED 9:30 (*)	9:20 BED 9:30 (*)	

Relax = campers are on their beds napping or doing a quiet activity

Transition = extra time to get to your next activity or event

Journal = A time for campers to work on their daily journal with help from their counselor

(*) = see material and evaluation due dates (**) = 1:15- 4:15 CS planning time

WHAT TO BRING TO CAMP

Clothing (Minimum)

- Changes of clothing (bring warm clothes for cold nights and mornings on the mountain)
- warm socks
- hiking shoes
- lightweight shoes (tennis shoes/sneakers)

No open-toed shoes may be worn at camp except on the way to the pool or lake.

- toiletries
- sweater
- coat or rain jacket
- modest swim suit
- towels (two to three)
- hat
- bag for dirty laundry (take home clothes on weekend to wash for 2nd week)

Equipment

- Counselor Handbook and any paperwork you may still need to turn in
- sleeping bag
- pillow
- 1-2 blankets
- flashlight and batteries
- sunglasses
- small notebook

- clipboard/pens/pencils
- alarm clock
- backpack, day pack or fanny pack
- sun screen/chap stick

Optional

- musical instrument
- camera and film
- flip-flops for shower/pool/ canoe
- special dietary foods
- cash for snacks

Remember!!

- Label all personal belongings
- ALL medications will be locked in the counselor/staff office and must be labeled

Do Not Bring

- valuables
- clothes you do not want to get dirty
- animals
- personal stereos, TV'S, electronics
- alcohol or drugs
- spaghetti strap tops
- immodest clothing of any type

AOTA Level II Fieldwork Evaluation Form

This content has been redacted due to copyright.

To obtain a copy of this form, please contact the AOTA.

<http://www.aota.org>

FACILITY EVALUATION FORM

PACIFIC UNIVERSITY

School of Occupational Therapy

STUDENT EVALUATION OF LEVEL IIC FIELDWORK EXPERIENCE

(adapted from Student Evaluation of Fieldwork Experience, AOTA, 1995)

Directions: Complete this evaluation in ink prior to the final week of your fieldwork experience. Once completed, share a copy of the completed evaluation with your primary supervisor(s) and discuss any relevant information. Your primary supervisor(s) should sign the original (on the front page) which acknowledges that he or she has received the information. The original copy then should be mailed to Sandra and received by **Wednesday December 15th** to ensure that you will receive credit for your fieldwork rotation.

I. Facility Information

Facility Name: _____

Address: _____

City, State: _____

Supervisor: _____

Brief Description of Setting: _____

Fieldwork Dates: From _____ To _____

This document was read and discussed by:

Student Date Supervisor

A. Orientation to the Facility

Indicate your view of the orientation process by checking either "Satisfactory" (S) or "Needs Improvement" (NI) for each of the three factors: adequacy, organization, and timeliness. Check NA if not appropriate to your facility.

Topic	Adequate		Organized		Timely	
	S	NI	S	NI	S	NI

1. Introduction to staff members						
2. Orientation to physical facilities						
3. Overview of facility organizational structure						
4. Review of facility/department philosophy						
5. Overview of facility services						
6. Overview of facility/community resources						
7. Review of facility policies/procedures						
8. Review of safety/emergency procedures						
9. Review of confidentiality policies/procedures						
10. Overview of OT services at facility						
11. Review of OT philosophy						
12. Overview of OT intervention approaches						
13. Review of OT documentation requirements						
14. Overview of OT student program						
15. Review of fieldwork objectives/requirements						

Comments or suggestions regarding the orientation process for this fieldwork experience:

B. Student Assignments

Student assignments are those specific tasks which are required for students and would not be considered a typical responsibility for a staff occupational therapist.

Indicate whether or not the following types of assignments were required by circling "Yes" or "No." If a specific student assignment is required, write the quantity required for each assignment. Then, indicate the specific assignment's value to your learning experience by circling the appropriate number, #1 being of less value and #5 being of greater value.

Student Assignments	Required	How many?	Educational Value
1. Inservice presentation to OT staff	Yes No		1 2 3 4 5
2. Inservice to facility staff	Yes No		1 2 3 4 5
3. Activity analysis (written or presentation)	Yes No		1 2 3 4 5

4. Fabrication of adaptive equipment	Yes	No		1	2	3	4	5
5. Activity analysis	Yes	No		1	2	3	4	5
6. Case study	Yes	No		1	2	3	4	5
7. Written intervention/care plans	Yes	No		1	2	3	4	5
8. Written reports	Yes	No		1	2	3	4	5
Other								
9.				1	2	3	4	5
10.				1	2	3	4	5
11.				1	2	3	4	5
12.				1	2	3	4	5
				1	2	3	4	5

Comments or suggestions regarding student assignments:

C. Description of Student's Caseload

1. What was the approximate percentage in each age category for clients with whom you worked?

Age Category (years old)	Percentage
0 -5	
6 - 12	
13 - 21	
22 - 40	
41 - 65	
66 - 80	
80 +	
Total=100%	

2. List the major diagnostic categories for the clients with whom you worked and the approximate percentage for each diagnosis.

Diagnostic Category	Percentage
Total =	
100%	

D. Description of Major Therapeutic Interventions

Describe the major focus of the therapeutic interventions utilized during your fieldwork experience. For example, was basic self-care, work, or play/leisure emphasized? Was development of performance components the primary emphasis? What frames of reference were used to guide therapeutic interventions? Was individual or group intervention the primary mode? In other words, what did you do with your clients for O.T. intervention?

E. Supervision

List those individuals who provided supervision during your fieldwork experience.

Primary Supervisor(s)	Title

F. Quality of Supervision

Rate the quality of the supervision you received from your primary supervisor(s). If appropriate, you may copy this page and complete a different chart for each individual.

Rating scale: 1=Never 2=Rarely 3=Occasionally 4=Frequently 5=Consistently

Supervisor Name:	Rating				
1. Presented clear expectations throughout the fieldwork experience	1	2	3	4	5
2. Provided a structure for supervision throughout the fieldwork experience	1	2	3	4	5
3. Used constructive feedback to address areas of concern	1	2	3	4	5
4. Provided positive reinforcement for areas of strength	1	2	3	4	5
5. Encouraged student to provide feedback to supervisor	1	2	3	4	5
6. Facilitated student's problem-solving skills	1	2	3	4	5
7. Encouraged self-directed learning	1	2	3	4	5
8. Adjusted student's workload to facilitate student's learning experience	1	2	3	4	5
9. Provided feedback in a timely manner	1	2	3	4	5
10. Demonstrated interest and commitment to student's learning	1	2	3	4	5
11. Provided a positive role model of professional behavior	1	2	3	4	5
12. Projected a positive attitude toward staff and students	1	2	3	4	5

Comments or suggestions regarding the provision of fieldwork supervision:

G. Opportunities for Professional Growth and Development

Circle the rating that best describes your engagement in the following experiences to promote your professional growth and development.

Rating scale: 1=Rarely 2=Occasionally 3=Frequently 4=Consistently

Additional Professional Experiences	Rating			
1. Exposed to OTR/COTA/Service Extender roles	1	2	3	4
2. Experienced interdisciplinary approach to care	1	2	3	4
3. Networked with other professionals (non-OT) within facility	1	2	3	4
4. Participated in optional educational activities within facility	1	2	3	4
5. Participated in optional educational activities outside facility	1	2	3	4
6. Networked with other agencies/facilities outside facility	1	2	3	4
7. Expanded knowledge of community resources	1	2	3	4

Comments or suggestions regarding opportunities for additional professional growth and development:

H. Summary of Fieldwork Experience

1. What changes would you recommend for the Level IIC fieldwork experience in this facility?

2. Are these changes necessary before placement of future Level IIC fieldwork students? Yes No

Why?

3. What particular qualities or skills do you feel a Pacific University School of OT student requires to successfully complete Level IIC fieldwork at this facility?

I. Final Comments

AOTA DATA FORM

AOTA FIELDWORK DATA FORM

Introduction:

The purpose of the Fieldwork Data Form is to facilitate communication between occupational therapy (OT) and occupational therapy assistant (OTA) academic programs, OT/ OTA students, and fieldwork educators. Fieldwork Educators and Academic Fieldwork Coordinators (AFWC) jointly complete the Fieldwork Data Form to describe the fieldwork setting where students may have placements. While much of the information may be completed by the Fieldwork Educator, there will be additional information best obtained through AFWC interview of the fieldwork education coordinator at the site. The AFWC will find opportunity to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards that support the ACOTE on-site accreditation review process. In addition, OT/ OTA students will find valuable information describing the characteristics of the fieldwork setting, the client population, commonly used assessments, interventions, and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the Occupational Therapy Practice Framework terminology and best practice in occupational therapy to promote quality fieldwork experiences. It was developed through the joint efforts of the Commission on Education (COE) and Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.

AOTA Fieldwork Data Form

This content has been redacted due to copyright.

To obtain a copy of this form, please contact the AOTA.

<http://www.aota.org>

(Check / those who supervise OT fieldwork students)

Name and (OT/OTA)	Title	Degree and College/University	Years in OT	OT Specialty

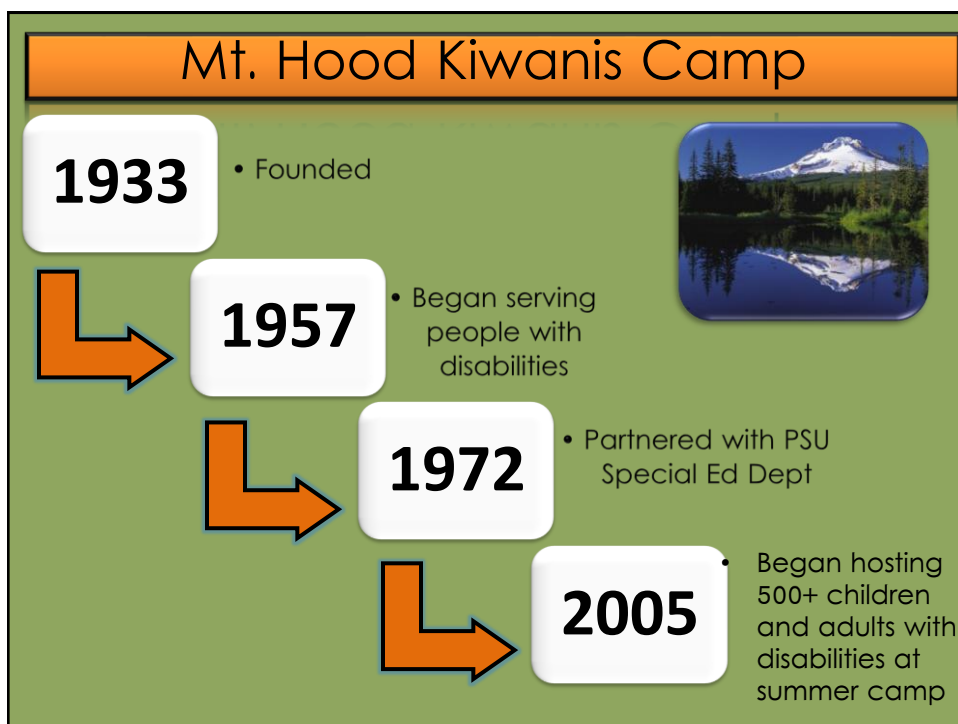
Disclaimer

The following document is being published as part of a Pacific University Occupational Therapy course project. Pictures within the PowerPoint were taken from all over the Internet for the purpose of this project.



Kiwanis Camp: Building a Future for OT at Camp

Erin Forgeron, MOTS
Liberty Jackson, MOTS
Faculty Advisor: Sandra Rogers



History of Pacific's Relationship with Kiwanis

2010 IPP Project
Needs assessment performed

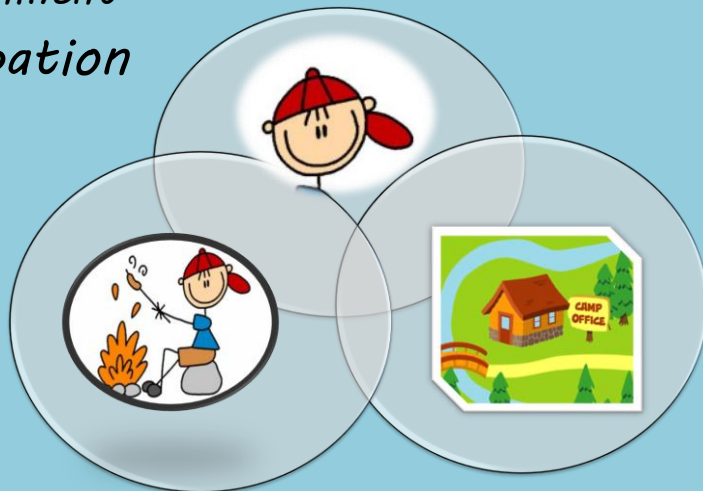
Collaboration
with Kiwanis
and PSU

Kiwanis provides a
unique learning
setting for MOT
students.

**2011: OT
Program
Pilot**

How Does OT Fit in Camp?

Person
Environment
Occupation



The Partnership Continues

2011 Objectives

**Foster
stakeholder
relationships**

**Detailed
evaluation of
activities**

**Create a
potential for
fieldwork**

**Solidify an OT
presence at camp
summer 2011**

Fieldwork Manual

- Created to assist the future supervisor at this site.
- Information pulled from a variety of resources.
- Includes:
 - Policies and procedures
 - General pragmatics of camp and fieldwork at camp
 - Student assignment ideas
 - Sample forms
 - Potential Assessments
 - Misc. Resources

Fieldwork focus at camp



Innovative Fieldwork Potential

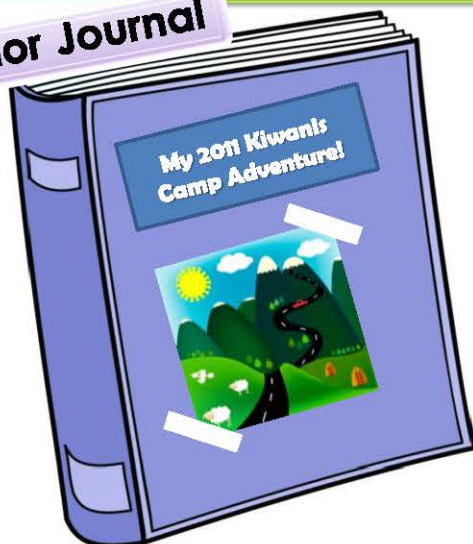
Typical Fieldwork

Fieldwork at Kiwanis

10 Week Rotation	➡	8 Intense Weeks in Summer
40 hours/week	➡	Atypical Hours & Days, 2 Overnights
One Student	➡	Ideal Site for 2+ Students
Close Supervision	➡	15 Hours/Week
Direct Service Model	➡	Consultation Model/Some Direct
Standard Site	➡	Unique Site Providing Needed Services

Camp Products

Counselor Journal



About Me



ASL Cheat Sheet



COMMUNICATION



Schedule



Camp Products



Occupation Based Kits

2011 Summer Pilot

OT Supervisors

- Provide expertise and consultative support services to IPP & volunteer students

IPP Students

- Activity analysis
- Grant writing
- Environment assessment
- Projects

Volunteer Students

- Acting as camp counselors
- Providing feedback to IPP students
- Piloting counselor journal

The Future of OT at Camp

2011
Summer
Pilot

Establish
a FW Site

Interdisciplinary
Collaboration
with PT & SLP

Paid OT
Supervisor
on Site

Continuation of
Established
Elective Course

Professional
Perspectives
and Training

Research
& Grant
Writing

**The Following Are
Occupation Based
“Activity Bin”
Examples**

Oral-Motor Fun

Why is Oral-Motor Functioning Important?

Oral motor skills are critical to basic functions that occur throughout our day and lifespan. From birth, our oral-motor development occurs in stages; from learning to suck and swallow, we then munch, chew and learn to lateralize our tongue. All important skills needed for increased tone and sensory awareness of our oral motor structure to engage in eating, verbal communication and the ability to exhibit facial expressions. During the day and even when we are asleep, we control secretions, swallowing and maintaining alignment of the oral structure, so that breathing is not interrupted. By working on increasing oral-motor skills, studies show that children, in particular, not only improve their sleeping and eating patterns, they improve their attention span and the ability to calm themselves when strong sensory input is provided to the muscles of the mouth. (Retrieved from www.beckmanoralmotor.com)

Occupational therapists have expertise in providing services to assist clients in the promotion of oral-motor development for success in participation of daily occupations.

Indicators for limitations in oral-motor skills and oral sensory functioning:

- *Limited dietary preferences*
- *Excessive drooling, tooth grinding*
- *Difficulty sucking, chewing, swallowing and licking*
- *Poor articulation*
- *Messy, picky and/or lazy eating habits*



*This bucket contains items that have the ability to be flexible to the age of the person as well as to their personal needs. Many items can be used to “warm up” the mouth for engagement in occupationally-based activities and help with self-regulation. **Be creative in how you use these items, play games, have fun!***



Sensory stimulation/awareness:

-Mirror: allows one visual feedback of their own oral structure, to watch as they eat, apply lipstick, etc.

- Adaptation: using a mirror large enough for the therapist and client will allow the client the ability to mirror proper oral motor movements.

-OTHER suggested items:

- **Ice:** rubbing on the inside and outside of the mouth can increase sensory awareness of the oral facial structure.
- **Lotion:** to rub on the face, cheeks, chin and above the upper lip to increase sensory stimulation.
- **Handheld Back Massagers**—use the massagers similar to the lotion. The vibration offers stimulation on the oral muscles to help increase awareness, strength and mobility.
- **Chewy tube:** allows one to bite down as needed for increased sensory input.

Oral-motor skill development

- **Bubbles w/wands:** while this item is visually stimulating and fun, it also encourages pursed lip breathing in a controlled manner.
- **Pinwheels:** this type of activity requires pursed lip breathing with rapid force and motor control in both inhalation and exhalation.
- **Balloons:** encourages the rounding of lips and using fine motor, by bringing hand to mouth to help stabilize the item while one inhales and exhales.
- **Cotton balls w/straw:** encourages rapid inhalation and exhalation while engaging in pursed lip breathing, while one uses a straw to blow air out of one end to move a cotton ball across a surface.

Retrieved from http://www.autismmaterials.com/page-oral_motor_activities.html

Some Suggestions Involving Food Items & Other Tools

Here are some other suggestions for you to try. See how they make your body feel. Do you feel calmer like these suggestions say, or do you feel more alert and focused? Everyone's body is unique and it is important for you to know what things bring you to "just right".

Oral Motor Sensations			
Calming	Organizing	Alerting	Breath Support
<ul style="list-style-type: none">▪ Hard candy▪ Thick liquid through straw (Milkshake)▪ Sweet orange slices▪ Lollipop	<ul style="list-style-type: none">▪ Gum▪ Bagel▪ Gummy Bears▪ Licorice sticks▪ Dried fruits	<ul style="list-style-type: none">▪ Popcorn▪ Pretzels▪ Raw Vegetables▪ Crunchy cereal▪ Crushed ice	<ul style="list-style-type: none">▪ Blowing pinwheel▪ Whistling▪ Kazoo▪ Blowing bubbles▪ Abdominal breathing

Tips & Strategies:

- Some people chew or suck on non-food items (hair, shirt sleeves, pencil, thumb or fingers) as a method of keeping themselves calm and focused. Allowing use of a water bottle with straw or pop up valve may provide the input the person is looking for.
- Find 'heavy work' foods for snack and lunch. Snacks that make the jaw muscles work (i.e. chewy, crunchy foods) can help individuals calm and focus.
- Have the person or group pretend they are balloons that are being blown up. Start on the floor, blow. Blow, blow until they are standing and fully blown up. Slowly let air out until they are lying on the floor.

Retrieved from http://www.autismmaterials.com/page-oral_motor_activities.html

Finger Nail Painting



Purpose of Activity:

- Social participation
- Fine motor movement
- General enjoyment and feeling of well-being

Who is This Appropriate For?

- Elementary aged children
- Adults & older adults



*This box contains items that have the ability to be flexible to the age and the condition affecting their occupational performance. **Be creative in how you use these items, play games, have fun and think occupation!***



Materials/Supplies Required:

Person's finger nails, the materials located within the Nail Spa bucket (e.g., nail polishes, misc. nail art, nail polish remover, nail clippers, etc).

Space Requirements:

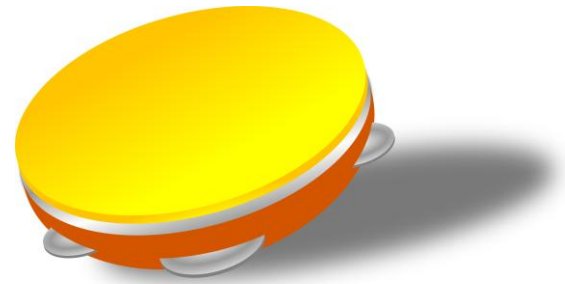
All you need is a wide enough space for your group and ideally a table. If you do have a group of campers together wanting to do the same activity, make sure you place them in a fashion so that they can easily hear each other and socialize as they engage in the activity.

Directions:

- 1) Camper and/or counselor make sure that their nails are clean and polish free. If they previously had nail polish on, remove nail polish and wash hands. **Note: Camp counselors – This bucket should be stocked with hand sanitizer.**
 - a. Can also utilize nail clippers, nail file, etc. Make sure campers are using these tools safely and effectively. May need to assist the camper in doing this part of the activity to keep it enjoyable.
- 2) Camper decides what color nail polish they want to use.
- 3) Paint nail polish on finger nails (or toes) and let polish dry. Use this time to chat and get to know your camper and their friends!
 - a. **Optional:** Put the toe separators in-between the toes of the camper with their permission. This is **NOT** necessary and may be more distressing than enjoyable.
- 4) Client chooses any other decorations or nail art desired.
- 5) Clean up activity. Sanitize any items that were used.

Note: As a precursor to engaging in this activity, camp counselors need to have established with the camper whether or not the camper has touch sensitivity to either hands and/or feet. It is suggested that you lightly buff the hands, feet and nails to determine their level of discomfort/enjoyment before engaging in the activity.

Musical Instruments



Purpose of Activity:

- Social participation
- Breath Control
- Rhythm & Timing
- General enjoyment and feeling of well-being

Who is This Appropriate For?

- Elementary aged children
- Adults & older adults



*This box contains items that have the ability to be flexible to the age and the condition affecting their occupational performance. **Be creative in how you use these items, play games, have fun and think occupation!***



Materials/Supplies Required:

The materials located within the Musical Instruments bucket (e.g., recorder, tambourine, maraca, etc)

Space Requirements:

All you need is a wide enough space for your group and ideally chairs/benches to sit on placed in a circle. If you do have a group of campers together wanting to do the same activity, make sure you place them in a fashion so that they can easily hear each other and socialize as they engage in the activity.

Directions:

- 1) Sanitize instruments prior to use.
- 2) Assist campers in learning how to utilize the instruments as needed.
- 3) Refer to Music Related Activities for ideas.

Note: As a precursor to engaging in this activity, camp counselors need to have established with the camper whether or not the camper has hearing sensitivity to loud noises. It is suggested that you have noise cancelling headphones nearby if needed in addition to an “exit strategy” in case the camper becomes dysregulated during the activity. Look for the Sensory Soothing/Alerting bucket if this occurs.

Music Related Activities



Follow You, Follow Me

Age Activity Appropriate For: Early & Middle Adulthood (18-65 years of age)

Purpose of Activity: To engage in social participation and increase attention and short-term memory.

Materials/Supplies required: (One instrument for each participant in the group)

- Chairs (if needed)
- Small percussion musical instruments
- Examples:
 - a. Drum Sticks
 - b. Maracas
 - c. Tambourines
 - d. Wooden blocks
 - e. Drums

Space Requirements: Enough space for the group to sit (or stand) in a circle around a room and play their instruments comfortably (13'x18')

Directions (sequence of activity):

1. Begin by passing around an appropriate instrument to each group member.
2. Choose someone to lead the activity that is comfortable with using instruments and being in a position of leadership
3. The leader plays a simple rhythm (2-3 beats) and the group plays it back together
4. Depending on the ability level of the group, the complexity of rhythms and number of beats increases as the activity progresses.

Adaptations/Variations:

1. Others in the group may also like an opportunity to lead the activity.
2. Make the game more competitive: Every time a person plays the rhythm incorrectly, they are out of the game for that leader's round. The leader should increase the speed and complexity of the rhythms until there is one person left.
3. Limited endurance - participants can work in pairs and take turns playing the rhythms on their instrument.

Steps and Supplies found on: <http://www.recreationtherapy.com/tx/musicactivities.htm>

Dance Freeze

Appropriate Age Level: Adolescence to Early and Middle Adulthood

Purpose of Activity:

- Increase active range of motion and body scheme
- Engage in following directions and using listening skills

Materials/Supplies required:

- Portable stereo/Computer with speakers
- Instruments from Musical Instruments bucket

Space Requirements: Large room/open outdoor space with no obstructions.

Directions (leader):

1. Start playing music on stereo, computer, or have half the group play the musical instruments found in the Musical Instruments bucket (any style music can be played).
2. Instruct the participants that they should feel free to dance to the music until the music stops. When the music stops, the participants are to freeze.
3. In random intervals, stop the music. Observe those who are still moving and eliminate them from the game.
4. Once there is a winner, invite the others back on to the dance floor and play again.

Adaptations/Variations:

- If the person is unable to be still, have the participants put their hands on their head (or alternative movement) when the music stops. The last person to accomplish the task would be eliminated.
- If the person is hearing disabled, have a green/red light sign/item to signal when music has started and stopped.

Bubble Fun



Purpose of Activity:

- Social participation
- Oral motor development
- Slowing of breath for control and composure
- General enjoyment and feeling of well-being

Who is This Appropriate For?

- Elementary aged children
- Adults & older adults



*This box contains items that have the ability to be flexible to the age and the condition affecting their occupational performance. **Be creative in how you use these items, play games, have fun and think occupation!***



Materials/Supplies Required:

Person's hands and mouth and the materials located within the Bubble bucket (e.g., various types of bubbles and different sizes and styles of bubble wands).

Space Requirements:

All you need is a wide enough space for your group and ideally a table. If you do have a group of campers together wanting to do the same activity, make sure you place them in a fashion so that they can easily hear each other and socialize as they engage in the activity.

Directions:

- 1) Camper and/or counselor decide on which bubbles and wands that they would like to use.
- 2) Pour bubbles into a container, if required for sharing.
- 3) Stand or sit; dip bubble wand into the bubbles
- 4) Pull out bubble wand and BLOW slow and smoothly.
- 5) Have fun! (e.g. pop one another's bubbles, hold the wand and spin in a circle, try to catch the bubbles on the wand, etc).

Note:

- May need to consider how much the camper can do and how much the counselor needs to do for activity to be enjoyable.
- This activity requires slow, controlled breathing. Model for the camper, 'pursed lip breathing'.

Nature Fun



Purpose of Activity:

- Social participation
- General enjoyment and feeling of well-being
- Participation in an activity within nature

Who is This Appropriate For?

- Elementary aged children
- Adults & older adults



*This box contains items that have the ability to be flexible to the age and the condition affecting their occupational performance. **Be creative in how you use these items, play games, have fun and think occupation!***



Materials/Supplies Required:

Items found within the nature fun bucket.

Space Requirements:

All you need is a wide enough space for your group and ideally a table. If you do have a group of campers together wanting to do the same activity, make sure you place them in a fashion so that they can easily hear each other and socialize as they engage in the activity.

Directions:

Assist campers in identifying how to use items
Refer to Nature Fun Related Activities

Note:

- May need to consider how much the camper can do and how much the camp counselor needs to do for the activity to be enjoyable.
- Additional fun camper outdoor activities can be found at <http://fun.familyeducation.com/play/outdoor-activities/33394.html>



Nature Fun Activities

NATURE WALK

Age this activity is appropriate for: Adolescence (12-18 years of age)

Purpose of Activity: To engage in a social activity, identify wildlife, birds, and plants, and to engage in physical exercise.

Materials / Supplies Required: Access to a natural setting (i.e. trail, camp ground, forest, park)

Space Requirements: Path wide enough to accommodate people and wheelchairs.

Directions (sequence of activity):

1. Walk or roll on the path and have fun!

Adaptations / Variations:

1. Low mobility ability – if participant is unable to walk or if the trail is not wide enough to accommodate a wheelchair, participants can sit on a bench and watch for wildlife, birds, listen for nature sounds, and smell the fresh air.
2. Limited endurance – if participant is unable to walk very far, the walk can be shortened, or breaks may be taken at the benches and other seated areas.
3. To enhance cognition – participants may be asked to identify as many different plants, or birds as they can. A reference book can be obtained from the local library, to help with identifying different species.
4. To enhance participation – for participants who may not be able to participate in the walk, they can collect leaves, for leaf rubbings, or a variety of flowers/plants to press.

Conduct a Scavenger Hunt

Scavenger hunts aren't just for little kids. Campers and teens enjoy them too, and an outdoor scavenger hunt is a fun way to explore and learn about all the wonderful things that surround you.

For the hunt, compile a list of items you'd find:

- A bird's feather
- A pinecone
- A ladybug
- A flat rock
- Flowers
- Leaves of different shapes and colors
- A food source for insects, birds, or other critters
- A water source for insects, birds or other critters
- Something edible, such as berries, veggies, or herbs
- A habitat for either an insect, reptile or bird

You and your camper can work together to find the objects, or divide a group of children up into campers and give them a set time, say 20 minutes, to find all of the objects on your list. When the scavenger hunt is over, discuss your findings while enjoying a small snack and a glass of home-made lemonade.

Press Leaves or Flowers

Pressing leaves is a fun and easy project, and once the leaves or flowers are pressed your child can use them to decorate bookmarks, make personalized greeting cards, or display them in a glass frame.

To press leaves, you and your camper will need to scavenge for flat flowers or leaves, making sure they aren't wet. Once you have your items, find the thickest, heaviest book in your home. Open the book to the middle, and lay a piece of newspaper down in between the pages. Arrange your leaves and flowers, and cover with another layer of newspaper. Close the book, and pile a few additional heavy books on top. Wait a few days, and then check to see your flattened flowers and leaves.

Build a Toad a Home

Fun nature activities can also be beneficial to the critters who live around us. Have your camper make a Toad Condo for your little amphibian friends. All you need is a small terra-cotta pot, some acrylic paint to decorate and a medium-sized rock. Have your camper personalize the condo with the acrylic paint. Once the paint is dry, place the Toad Condo in your yard upside down, raising a side of the pot about two inches with the rock.

Plant an Herb Garden

The best nature activities are not only fun for children, but teach them something that they'll remember and use for their entire lives. Planting an herb garden is a wonderful way to introduce your child to nature, and the hobby of gardening. Herbs are easy to grow, and are very often tolerant of drought and neglect. They are also very easy to grow in containers.

For this project you'll need an outdoor pot or container with drainage holes, potting soil, and several herbs such as thyme, rosemary, parsley and lavender. Have your child plant the herbs in the container or pot. Find recipes that you can make together to use the herbs, once they're ready to harvest.

Create Nature Inspired Art

No work of art could ever compete with the beauty Mother Nature offers, but children can still have fun creating their own art pieces using items found in nature. For this project you'll need a piece of cardboard, glue, and items your child collects outside, such as leaves, rocks, twigs, feathers, grass, berries, small pebbles, dirt, flowers, pinecones, weeds, and anything else that your camper happens to find. Give your camper complete freedom to create his own masterpiece or the two of you can work on the project together.

Bug Hunting

Materials

- Clear container
- Netting or waxed paper
- Rubber band
- Spoon
- Overripe banana
- Brown sugar
- Magnifying glass

Directions

Have you ever taken the time to observe bugs? They are amazing creatures. They fly, buzz, sting, leap, and even light up.

1. A good way to attract bugs is to put out something sweet like a banana with brown sugar sprinkled on top.
2. Let the banana mixture sit outside a while, then spread it onto the bark of a tree.
3. Check it regularly to see what new bugs you have attracted.
4. Look through the magnifying glass and draw what you see.
5. Come out at night with a flashlight and see if there are any newcomers.
6. If you want to watch a particular bug, put it in your container with a bottle cap of water, a stick, and some green leaves.
7. Cover the container with netting or waxed paper (make sure to poke small holes).
8. Return your bug to the place you found him within twenty-four hours.

Read more on FamilyEducation: <http://fun.familyeducation.com/activity/insects/39474.html#ixzz1NUDkipfI>

Muddied Waters

Materials

1. 3 clean jars
2. Garden soil
3. Sand
4. Dirt
5. Stick

Directions

The object of this activity is to observe how water gets muddy and clears again. Fill the jars two-thirds full of water. Drop a handful of garden soil in one, a handful of sand in another, and a handful of dirt in the third jar. Watch how

the soil, sand, and dirt settle. Stir each jar with a stick. Notice how the water changes color and that each jar is a slightly different color. Now wait and let the jars settle again. Discuss what you and your child observed.

Read more on FamilyEducation: <http://fun.familyeducation.com/early-learning/childrens-science-activities/40354.html#ixzz1NUE9jsHq>

Worm Farm

Materials

- 2 old buckets
- Dirt
- Garden worms
- 1 cup dry-meal dog food

Directions

If you like to fish or live near a lake, a worm farm could be a fun hobby!

1. To prepare the bucket, make plenty of small drainage holes on the sides and bottoms with a hammer and a thin nail.
2. Fill the buckets with rich garden soil, add the dog food, and mix well.
3. Sprinkle water on the soil until it is moist but not soggy.
4. Now go digging in your yard or compost pile to find twenty-five worms.
5. Put them on top of the soil filled buckets and watch them burrow out of sight.
6. Stand the bucket on bricks in a pan full of water to keep the ants from eating the worms.
7. Start a crop of worms in the second bucket after a month to give you a steady supply.
8. Check your worm farm once a week to see if it is still moist. Too much water is worse than too little.
9. Every three weeks, dump the top five inches of dirt out and mix it with a half cup of dog food.
10. Dump the rest of the dirt out, put the dirt with the dog food in the bottom of the bucket, and pile the rest of the dirt back in.
11. This is a good time to check how your farm is growing. You should have hundreds of worms in twelve weeks.

Read more on FamilyEducation: <http://fun.familyeducation.com/activity/insects/39475.html#ixzz1NUEJUvHc>